



EAGLE NEST ELEMENTARY

8640 River Oaks Drive
N. Charleston, SC 29420

Grades	PK-5 Elementary School	
Enrollment	830 Students	
Principal	Karen R. Spillane	843-695-2460
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Frances Townsend	843-873-1341

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Good	Average
2010	Good	Average
2009	Good	Average
2008	Average	At-Risk
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

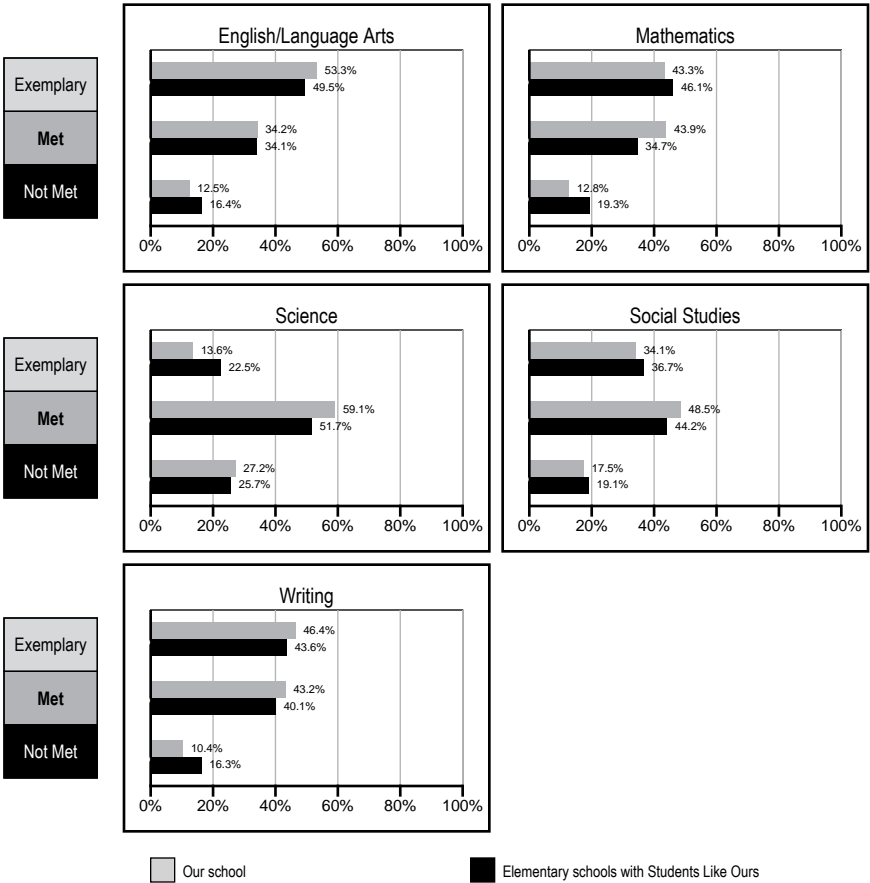
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 93.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
32	35	14	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=830)				
First graders who attended full-day kindergarten	98.4%	Down from 99.3%	100.0%	100.0%
Retention rate	1.1%	Down from 2.2%	0.9%	1.1%
Attendance rate	96.0%	Down from 96.3%	96.2%	96.2%
Served by gifted and talented program	16.4%	Down from 19.9%	20.3%	13.4%
With disabilities other than speech	1.5%	Down from 5.3%	3.6%	4.1%
Older than usual for grade	0.2%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.3%	Up from 0.6%	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	49.0%	Up from 47.1%	65.9%	62.5%
Continuing contract teachers	85.7%	Up from 76.5%	90.9%	88.2%
Teachers returning from previous year	79.9%	N/A	90.3%	87.8%
Teacher attendance rate	94.5%	Down from 94.7%	95.0%	95.2%
Average teacher salary*	\$43,196	Up 3.1%	\$48,092	\$46,773
Professional development days/teacher	10.9 days	Down from 11.7 days	11.0 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 19.2 to 1	20.8 to 1	19.9 to 1
Prime instructional time	89.5%	Down from 90.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,836	Down 3.8%	\$7,127	\$7,447
Percent of expenditures for instruction**	59.7%	Down from 60.1%	68.8%	68.4%
Percent of expenditures for teacher salaries**	58.3%	Up from 57.6%	66.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Eagle Nest Elementary is four years old and houses 840 students in grades 4K-5th along with two autistic classes. We are a Red Carpet and PBIS Banner school. Eagle Nest is a school-wide Title One School with 53% of our students receiving free/reduced meals. We serve a diverse group of students in a positive, nurturing and safe environment. Throughout the year, we celebrate the successes of our students and teachers.

Eagle Nest teachers focused on differentiated instruction for all students. District common assessments in reading and math have been used to provide teachers with data to establish the needs of their students so that they could create appropriate differentiated instruction in their classrooms. We also implemented two new programs, Systems 44 for 3rd grade at-risk reading students and small group math classes for at-risk 4th and 5th grade students. These programs also allowed regular classroom teachers to have smaller reading or math classes.

As a school-wide Title One school, we are challenged with providing students with a rigorous instructional program that meets the needs of all children. Teachers in grades K-5 participated in the district Language Arts and Math Model initiative which provides teachers with a pacing guide, common assessments, and planning to help increase the rigor within our academic program. In 4th and 5th grade math, we are funding a teacher to reduce math class size and provide students with more hands-on instruction. Along with the academics comes the challenge of motivating students to behave and learn. We continue to modify our school-wide behavior system each year involving students and parents in our decisions.

Another barrier we strive to overcome is involving parents in their child's education. The School Improvement Council is focusing on getting all parents involved in school events, conferences and workshops on how to help their child at home. We want to increase the neighborhood workshops for parents that do not have transportation to school.

Everyday our students "Fly Like Eagles" as they engage in learning, act responsibly, give respect to themselves and others, listen with their eyes, ears, hearts and hands and are prepared daily.

Karen Spillane,Principal Amy Kosar,SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	63	131	56
Percent satisfied with learning environment	90.5%	84.6%	92.9%
Percent satisfied with social and physical environment	96.8%	78.1%	85.7%
Percent satisfied with school-home relations	95.2%	90.6%	80.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 23 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	400	99.8	12.6	34	53.4	94.1	88.8	82.4	Yes	Yes
Gender										
Male	199	99.5	15.3	35	49.7	92.1	86	78.7	N/A	N/A
Female	201	100	10.1	33	57	96.1	91.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	163	100	5.8	27.6	66.7	98.1	92.7	88.9	Yes	Yes
African American	167	100	17.3	41	41.7	92.1	81.5	72.9	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	57	98.3	22	38	40	86	88	79.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	90.9	83	I/S	I/S
Disability Status										
Disabled	39	97.4	51.5	18.2	30.3	69.7	58.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	41	97.6	27.8	33.3	38.9	83.3	84	78.3	I/S	Yes
Socio-Economic Status										
Subsidized meals	195	99.5	20.2	40.5	39.3	90.2	82.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	400	99.8	13.2	44.3	42.6	93.3	90.3	81.9	Yes	Yes
Gender										
Male	199	100	12.9	44.4	42.7	92.1	88.6	79.9	N/A	N/A
Female	201	99.5	13.4	44.1	42.5	94.4	91.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	163	100	8.3	30.8	60.9	98.1	94.6	88.9	Yes	Yes
African American	167	100	15.8	59	25.2	89.9	81.8	71.4	Yes	Yes
Asian/Pacific Islander	12	100	I/S	I/S	I/S	I/S	96.5	94.6	I/S	I/S
Hispanic	57	98.3	19.6	49	31.4	88.2	90.2	81.1	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	95.5	84.4	I/S	I/S
Disability Status										
Disabled	39	100	58.8	32.4	8.8	58.8	61.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	41	100	18.9	48.6	32.4	86.5	88.7	81.4	I/S	Yes
Socio-Economic Status										
Subsidized meals	195	99.5	18.9	52.4	28.7	89.6	84.3	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	271	100	27.6	58.2	14.2	72.4	77.2	68.6
Gender								
Male	135	100	23.9	62.4	13.7	76.1	76.2	68.3
Female	136	100	31.1	54.1	14.8	68.9	78.3	68.9
Racial/Ethnic Group								
White	104	100	12.1	64.6	23.2	87.9	86.2	80.7
African American	118	100	37.1	55.7	7.2	62.9	60.8	51.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91	85.3
Hispanic	40	100	44.4	47.2	8.3	55.6	71.8	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.6	70.8
Disability Status								
Disabled	29	100	68	20	12	32	43.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	28	100	52	44	4	48	59.2	60.7
Socio-Economic Status								
Subsidized meals	145	100	36.1	55.7	8.2	63.9	65.5	57.3

Social Studies

All Students	258	100	17.6	48.9	33.5	82.4	81.4	72.5
Gender								
Male	125	100	12.8	53	34.2	87.2	81.2	72
Female	133	100	22.4	44.8	32.8	77.6	81.6	73.1
Racial/Ethnic Group								
White	112	100	13.1	35.5	51.4	86.9	86.9	81
African American	103	100	20.9	61.6	17.4	79.1	70.6	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91	89
Hispanic	35	100	28.1	62.5	9.4	71.9	78.6	69.6
American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	91.5	73.5
Disability Status								
Disabled	21	100	42.1	36.8	21.1	57.9	49.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	30	100	32.1	53.6	14.3	67.9	69.1	69.7
Socio-Economic Status								
Subsidized meals	125	100	26.2	56.1	17.8	73.8	71.6	62.9

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	137	99.3	10.4	43.2	46.4	89.6	82.3	73.2	96	95.8
Gender										
Male	71	98.6	12.3	49.2	38.5	87.7	77.2	67.2	96.1	95.7
Female	66	100	8.3	36.7	55	91.7	87.4	79.4	95.9	95.8
Racial/Ethnic Group										
White	60	98.3	3.4	37.9	58.6	96.6	89.2	81.5	96	95.5
African American	59	100	13.2	50.9	35.8	86.8	71.1	61.3	96.2	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84.8	87	97.4	96.8
Hispanic	16	100	33.3	25	41.7	66.7	78.8	66.7	95.6	95.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	72.2	91.2	94.9
Disability Status										
Disabled	11	90.9	I/S	I/S	I/S	I/S	34.9	26	94.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.2	65.7	96	96.1
Socio-Economic Status										
Subsidized meals	57	100	18.4	46.9	34.7	81.6	71.5	63.2	95.4	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	135	100	7.7	22.2	70.1	92.3
	4	130	100	16.4	40.2	43.4	83.6
	5	131	100	13.8	43.9	42.3	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	129	99.2	10.4	23.5	66.1	89.6
	4	130	100	14.7	32.8	52.6	85.3
	5	140	100	12.1	45.2	42.7	87.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Mathematics

2010	3	135	100	17.1	24.8	58.1	82.9
	4	130	100	10.7	50.8	38.5	89.3
	5	131	100	21.1	45.5	33.3	78.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	129	100	11.2	38.8	50	88.8
	4	130	100	12.9	46.6	40.5	87.1
	5	140	99.3	14.5	47.6	37.9	85.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Science

2010	3	71	98.6	28.8	35.6	35.6	71.2
	4	130	100	27	63.1	9.8	73
	5	64	100	30	56.7	13.3	70
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	69	100	34.4	41	24.6	65.6
	4	129	100	24.3	62.6	13	75.7
	5	72	100	25.8	67.7	6.5	74.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	65	100	3.5	47.4	49.1	96.5
	4	130	100	17.2	57.4	25.4	82.8
	5	67	98.5	27.4	50	22.6	72.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	60	100	10.9	41.8	47.3	89.1
	4	130	100	17.2	53.4	29.3	82.8
	5	68	100	24.2	46.8	29	75.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	131	97.7	13	40.9	46.1	87
	4	133	97	15.6	44.3	40.2	84.4
	5	135	99.3	20.6	37.3	42.1	79.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	137	99.3	10.4	43.2	46.4	89.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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